



## SCOTT'S BRANCH MIDDLE

1102 Fourth St.  
Summerton, SC 29148

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	207 Students	
<b>Principal</b>	Dr. Gwendolyn Harris	803-485-2043
<b>Superintendent</b>	Dr. Rose H. Wilder	803-485-2325
<b>Board Chair</b>	Ms. Wanda Thomas	803-460-4322

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

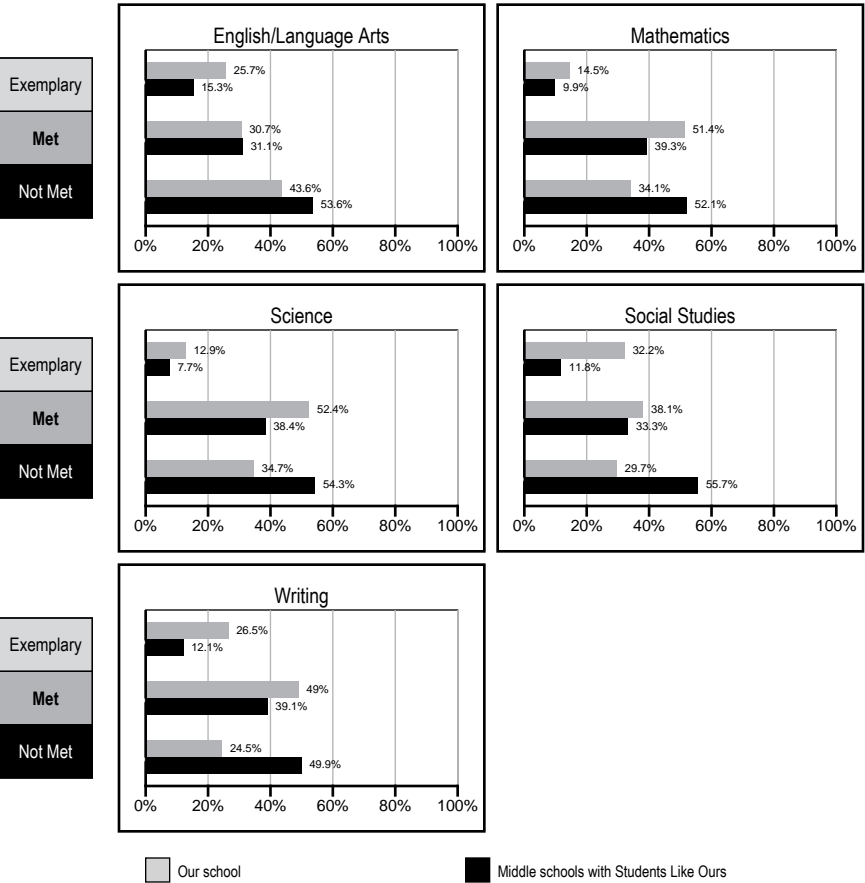
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	19	20

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.8%
English 1	100.0%	86.8%
Biology 1/Applied Biology 2	N/A	45.4%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=207)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.8%	Down from 13.2%	13.1%	24.5%
Retention rate	1.1%	Up from 0.5%	0.9%	0.7%
Attendance rate	96.8%	Down from 98.1%	95.2%	95.9%
Served by gifted and talented program	12.2%	Up from 9.1%	5.3%	17.8%
With disabilities other than speech	10.5%	Down from 18.8%	11.4%	9.2%
Older than usual for grade	0.5%	Down from 2.8%	3.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.1%	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	81.8%	Up from 69.2%	59.8%	60.0%
Continuing contract teachers	72.7%	Up from 69.2%	67.1%	82.6%
Teachers returning from previous year	69.9%	Up from 56.7%	76.6%	85.6%
Teacher attendance rate	96.4%	Up from 95.7%	95.4%	95.3%
Average teacher salary*	\$43,465	Down 11.0%	\$43,817	\$46,300
Professional development days/teacher	10.1 days	Up from 8.4 days	9.9 days	9.9 days
<b>School</b>				
Principal's years at school	5.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 23.2 to 1	17.7 to 1	21.5 to 1
Prime instructional time	89.9%	Down from 92.3%	89.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.8%	99.0%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$12,766	Down 14.1%	\$10,896	\$7,634
Percent of expenditures for instruction**	56.9%	Down from 59.0%	59.8%	64.0%
Percent of expenditures for teacher salaries**	52.6%	No Change	55.7%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Greetings from Scott's Branch Middle School, where we continue to be a professional learning community focused on meeting the needs of the 21st Century learner. This focus on meeting individual student needs brought success in the classroom. Last year, we met all of our Adequate Yearly Progress objectives for the second consecutive year. One of the reasons for our success were teachers who went the extra mile to implement research-based strategies in an effort to make learning relevant. We also used data to plan every lesson. In addition, students shared the responsibility for their learning.

Some of this year's instructional emphasis and professional growth areas included: 1. Using Data to Drive Instruction; 2. Rigor and Instruction; 3. Questioning; 4. Effective Note taking; 5. Explicit Direct Instruction; and 6. Formative Assessment. Classroom instruction was closely monitored to ensure effective implementation of the above instructional strategies.

This year, we also focused on strategies which afforded our teachers the opportunity to create distinctively customized lessons and assessments based on the state's standards. This allowed students to be assessed at their levels of need, as instruction addressed those specific needs.

Literacy Across the Curriculum was also highlighted during the 2010-2011 school year. Emphasis was placed on listening, reading, writing and speaking in complete sentences. All teachers were challenged to emphasize the above skills in their classroom instruction. The above practices were implemented in an effort to promote the district's goal of improving literacy.

During the 2010-2011 school year, technology permeated the atmosphere of Scott's Branch Middle School. In addition to the use of computer-assisted instruction by the classroom teacher, several computer-based laboratory programs were used. Computer-based math and reading programs were utilized to enhance students' math and reading skills. A robotics class allowed students to study the design, construction and history of this important field of science. In addition, all eighth graders took a keyboard class, for which they will receive high school credit.

While we have had a number of successes, we still face challenges. We must continue striving to increase levels of student achievement. Our goal is that 100% of our students will scored MET or EXEMPLARY on the Palmetto Assessment of State Standards. We believe that ultimately every student will succeed in this effort and will "Finish Strong."

Gwendolyn Hudson Harris, Principal  
Annette Brown, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	50	30
Percent satisfied with learning environment	71.4%	64.0%	83.3%
Percent satisfied with social and physical environment	78.6%	79.6%	86.2%
Percent satisfied with school-home relations	53.8%	81.6%	79.3%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	11.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.8%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	191	97.4	43.3	30.6	26.1	73.9	78.5	82.4	Yes	Yes
<b>Gender</b>										
Male	87	97.7	48.1	30.9	21	71.6	75.1	78.7	N/A	N/A
Female	103	98.1	39.4	30.3	30.3	75.8	81.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	182	97.8	42.2	31.8	26	74	78.5	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	34	94.1	90	6.7	3.3	23.3	41.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	178	99.4	43.8	30.7	25.6	73.9	78.5	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	191	97.4	33.9	51.7	14.4	79.4	77.8	81.9	Yes	Yes
<b>Gender</b>										
Male	87	97.7	42	45.7	12.3	74.1	73.6	79.9	N/A	N/A
Female	103	98.1	27.3	56.6	16.2	83.8	81.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
African American	182	97.8	33.5	52.6	13.9	79.2	77.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	34	94.1	N/AV	N/AV	N/AV	36.7	35	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	178	99.4	34.1	52.3	13.6	79.5	77.2	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	130	100	34.9	51.6	13.5	65.1	55.3	68.6
Gender								
Male	60	100	32.8	51.7	15.5	67.2	58	68.3
Female	70	100	36.8	51.5	11.8	63.2	52.8	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	125	100	34.4	52.5	13.1	65.6	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	21	100	75	20	5	25	20.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
Socio-Economic Status								
Subsidized meals	123	100	35.8	51.2	13	64.2	55.3	57.3

Social Studies

All Students	124	99.2	28.8	38.1	33.1	71.2	68.3	72.5
Gender								
Male	54	100	34	34	32	66	67	72
Female	70	98.6	25	41.2	33.8	75	69.5	73.1
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	81
African American	118	99.2	29.2	38.1	32.7	70.8	67.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	24	95.8	76.2	19	4.8	23.8	27.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
Socio-Economic Status								
Subsidized meals	118	99.2	28.4	38.8	32.8	71.6	68.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	52	100	24.5	49	26.5	75.5	76.9	73.2	96.8	96
Gender										
Male	23	100	20	60	20	80	76.4	67.2	96.8	95.7
Female	29	100	27.6	41.4	31	72.4	77.6	79.4	96.8	96.4
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.5	95	93.6
African American	50	100	25.5	46.8	27.7	74.5	77.8	61.3	96.9	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	94.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	50	26	96.6	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	65.7	N/A	N/A
Socio-Economic Status										
Subsidized meals	48	100	23.4	51.1	25.5	76.6	76.5	63.2	96.9	96.3

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	64	100	44.8	43.1	12.1	55.2
	7	61	100	42.9	35.7	21.4	57.1
	8	59	100	58.9	37.5	3.6	41.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	95.8	43.3	31.3	25.4	56.7
	7	68	100	46.2	24.6	29.2	53.8
	8	52	96.2	39.6	37.5	22.9	60.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	64	100	43.1	50	6.9	56.9
	7	61	100	39.3	51.8	8.9	60.7
	8	59	100	58.9	39.3	1.8	41.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	95.8	37.3	53.7	9	62.7
	7	68	100	38.5	46.2	15.4	61.5
	8	52	96.2	22.9	56.3	20.8	77.1
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	N/A	N/A	N/A	36.7
	7	61	100	23.2	60.7	16.1	76.8
	8	29	96.6	75	21.4	3.6	25
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	36	100	48.6	48.6	2.9	51.4
	7	68	100	33.8	44.6	21.5	66.2
	8	26	100	19.2	73.1	7.7	80.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	25	67.9	7.1	75
	7	61	100	33.9	44.6	21.4	66.1
	8	30	100	25	39.3	35.7	75
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	33	97	18.8	62.5	18.8	81.3
	7	67	100	39.1	28.1	32.8	60.9
	8	24	100	13.6	31.8	54.5	86.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	62.1	27.6	10.3	37.9
	7	61	96.7	30.9	50.9	18.2	69.1
	8	60	98.3	51.8	44.6	3.6	48.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	52	100	24.5	49	26.5	75.5

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